

2002

Open space for the public: an evaluation of designed open spaces on urban university campuses

Elizabeth Errett Neil

Louisiana State University and Agricultural and Mechanical College, eneil1@lsu.edu

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_theses



Part of the [Landscape Architecture Commons](#)

Recommended Citation

Neil, Elizabeth Errett, "Open space for the public: an evaluation of designed open spaces on urban university campuses" (2002). *LSU Master's Theses*. 621.

https://digitalcommons.lsu.edu/gradschool_theses/621

This Thesis is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Master's Theses by an authorized graduate school editor of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

OPEN SPACE FOR THE PUBLIC:
AN EVALUATION OF DESIGNED OPEN SPACES ON URBAN UNIVERSITY CAMPUSES

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Landscape Architecture

in

The School of Landscape Architecture

by
Elizabeth Errett Neil
B.S., The University of the South, 1998
August 2002

ACKNOWLEDGEMENTS

I would like to thank my committee: Ray Isaacs, Van Cox, and Sadik Artunc. I especially thank Ray for initiating contact with several professors at The University of Georgia, The University of North Carolina, and North Carolina State University and for his guidance in writing this thesis. A special thanks goes to all of the professors, architects, and planners that provided me with valuable information about their schools. Finally, and most importantly, I would like to thank Jamie for his support and love.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
ABSTRACT.....	iv
CHAPTER	
I INTRODUCTION.....	1
II A FOUNDATION OF KNOWLEDGE.....	11
III METHODS.....	20
IV ANALYSIS OF FINDINGS.....	22
V DISCUSSION.....	52
BIBLIOGRAPHY.....	59
APPENDIX: QUESTIONNAIRES.....	61
VITA.....	75

ABSTRACT

A public university that is perceived as being physically open and accessible to the general public can help promote a better relationship between the city and the university. Public urban universities have a responsibility to provide usable, accessible open space for the public. Universities and designers recognize the importance of integrating their campus into the community and creating spaces for students that allow for outdoor and social activities. However, little attention has been given to the need to provide spaces that allow for outdoor and social activities for the public.

The public urban university was used as a model because as a public institution it has an obligation to provide usable open space for the public and it has a captive audience in its immediate surroundings. Two types of spaces were evaluated: entrances/gateways and park-like spaces. Nine characteristics were established, from site visits and readings, as a framework in which to evaluate the accessibility and usability of each space for the public.

The methods for this thesis were established to observe, evaluate, and understand outdoor spaces using literature, site visits, and personal interviews. The nine characteristics were applied to each space and were then evaluated their effectiveness in creating an accessible space. Each campus space was analyzed and I determined why or why not the space is perceived as accessible to the public.

CHAPTER I

INTRODUCTION

I believe that public urban universities have a responsibility to act as good neighbors to their surroundings since they are public institutions. However, the problem with many urban university campuses today is that they do not act as good neighbors and they put up real or perceived barriers between them and their surroundings, creating contentious feelings and distrust. Public universities should break down these barriers and create more physically accessible spaces to establish a better relationship with their surrounding communities. Certainly, universities want to provide a safe and secure environment for their students; however, I do not believe that creating barriers necessarily alleviates the problems. In fact, I believe barriers can cause more tension. During Medieval times, English universities were entirely closed off to the public for safety concerns and this created ill will between the townspeople and the university. After the Medieval period, university quadrangles began to open up on one side and tensions between the university and the townspeople were eased. University campuses do not have to be totally closed off to the public in order to provide a safe environment for the students. This thesis examines four universities, three of which have been fairly successful in creating open and accessible campuses to the public. A public university can be a major asset to a community when it acts as a good neighbor. It can provide a cultural, intellectual, and artistic environment that attracts people to live in that city. I believe that in order for a university to be these things for a community it must have a physical environment that is perceived as being reasonably open and accessible for the public. I think some universities may be hesitant to provide a more open campus due to safety concerns and possibly the money needed to fund such projects.

Before going any further it is necessary to establish some terminology. First, the term “college” refers to a single school such as the college of arts and sciences or the college of design. The word “university” is a collective term implying that the school has more than one college. For the purposes of this thesis the term “university” is mainly used and describes the structure of the four institutions evaluated. However, the term “college” may be used as a generic term to refer, in general, to an institution of higher learning. The term “urban university” describes a university that is located in or near the heart of a city’s business district and is in neither a suburban nor rural setting.

Today, universities and designers recognize the importance of addressing two big issues when developing and updating campus master plans. One, is the importance of integrating the campus into the community and two, is creating spaces for students that allow for outdoor and social activities. However, a third big issue that has not been given as much attention is the need to provide spaces that allow for outdoor and social activities for the public. Spaces that are appealing to a student may not be appealing to the public because of their location or character or quality. Some universities, though, do have spaces on their campuses that appeal to the public. They are appealing as destinations, places to hang out, or places to meet. Campus architect, Louis A. Demonte, from Berkeley states that “a campus shouldn’t have a hard edge, and yet should have a sense of place to which the community and public can come to supplement its aesthetic, as well as intellectual and cultural experiences (Mayer 1970, 50).” Public universities are public institutions and therefore should be open and accessible to the public. A public university campus that is perceived as being physically open and accessible to the general public can help promote a better relationship between the town and gown. If people feel comfortable

about entering onto a university campus then they may feel more comfortable about establishing a relationship with the university.

It is not enough for campuses to integrate or blend into the community; they also have a responsibility to provide spaces on campus that are perceived by the public as places to engage in social and outdoor activities. The underlying idea here is that successful outdoor spaces allow for social and outdoor activities to develop and flourish and are just as, if not more, important than the buildings on campus. Successful outdoor spaces on a campus possess certain characteristics that contribute to their open and accessible image. Therefore, what characteristics of an urban university campus contribute to the public's perception of an accessible, open campus? The public urban university campus model was chosen because one, as a public institution it has a responsibility to act as a good neighbor to its surroundings; and two, the urban university has a captive audience in its immediate surroundings.

History

To understand the American college tradition one must first look to England and Scotland. In England, Cambridge University and Oxford University are actually made up of many different colleges. Students take most of their classes within a certain college that is one part of a larger university system. In Scotland, the universities were much smaller in size and in one case had only one college. The discrepancy in the number of colleges at a university ultimately led to the misuse or confusion of the terms “college” and “university” in Scotland as well as America.

In Medieval England, Oxford and Cambridge were the two main “collegiate” cities. Colleges were concentrated in these two cities and were grouped together in strict and confining quadrangles (See fig. 1). There were three reasons for this type of layout; one, they followed the

tradition of the cloistered monastery; two, the quadrangle provided defense against townspeople as well as foreign armies; and three, it was the most resourceful use of the limited land (Turner 1984).

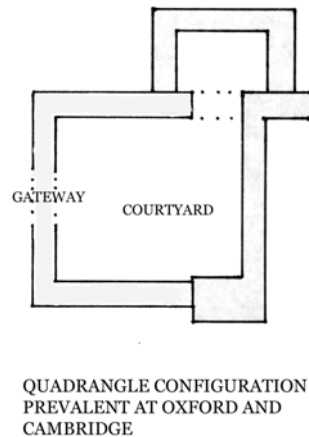


Figure 1- Quadrangle Configuration

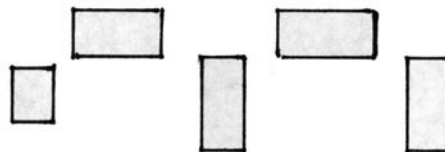
In Scotland, universities were located throughout the country and serviced a particular region or area. The universities were smaller and located in four cities: St. Andrews, Glasgow, Aberdeen, and Edinburgh. Because the universities were located in or near the main part of town they blended in and were perceived as more urban. They had fewer buildings which presented students with the opportunity to live in town and not in university dorms. The arrangement of the buildings was typically enclosed like the English quadrangles (Turner 1984).

The different approaches to the geographic placement of universities in England and Scotland projected differing views on the quality of education and students at each university. Because higher education was concentrated in Cambridge and Oxford, these two cities were seen as the “Mecca” for learning and therefore must be the best because students could focus solely on classroom education. In Scotland, students were more likely to stay in their region and attend the “local” university where influences apart from formal education may have been seen as

distractions, leading people to believe that Scottish universities were not as serious as Cambridge and Oxford.

The traditional English collegiate layout discussed previously underwent great reform soon before the English began to colonize America. New world views, new attitudes toward public health, and a rejection of monastic tradition caused Cambridge to begin designing buildings that were in a three-sided courtyard configuration (Turner, 1984). This gesture opened the college to the community, due to the new configuration of buildings that broke down, physically and mentally, the exclusive image that the colleges projected. It also opened up the possibility of a new role for the college, which would provide services and establish relationships with the surrounding community. It was during this time of reform that America began to establish its own colleges. American colleges were most influenced by the Scottish approach of servicing different regions by establishing schools in different geographic locations.

In the early years of establishment- mid-1600s to early 1700s- Harvard, William and Mary, and Yale began a new and different spatial pattern than that used at Cambridge and



HARVARD'S THREE-SIDED COURTYARD

Figure 2- Spatial arrangement of buildings at Harvard

Oxford. The schools had separated buildings and were set in an open landscape. Their physical plans reflected an attitude to reach out to the community by grouping buildings together to create a three-sided courtyard as seen in the design of Harvard (See fig. 2). William and Mary and Yale

made significant attempts to weave their campuses into the urban fabric of the city (Turner, 1984). William and Mary was originally designed on axis with the city and Yale first arranged its buildings in a linear pattern referred to as Yale Row (See Fig. 3). By the mid-1740s, a new

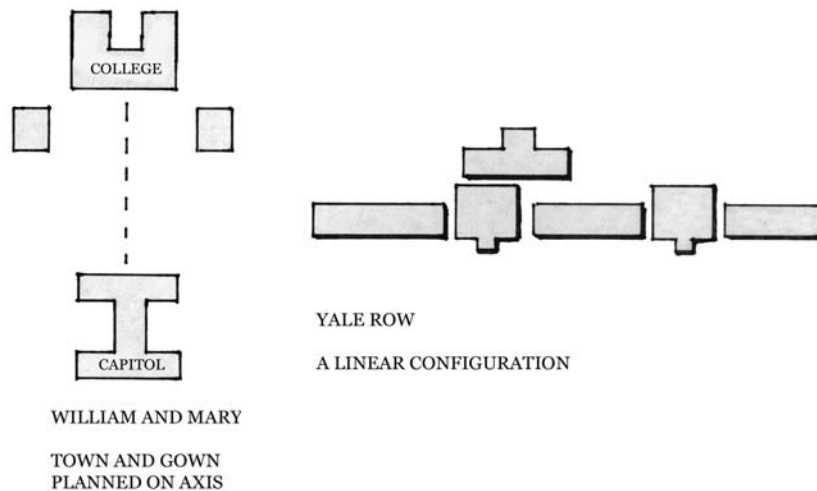


Figure 3- Spatial arrangements of William and Mary and Yale

spatial pattern emerged on the campus of Princeton. The founding trustees designed a village green with the college located in one building along one side of the green space. It was not until the 1770s that the word “campus” was first used to describe this type of arrangement. Originally, the term embodied its Latin meaning, a field, but as the term became mainstream it was used to describe the entire grounds of a university regardless of whether the university or college had any green space or not (Turner, 1984). The sparse arrangement of buildings and the large open spaces symbolically separated the college from the outside world. This new American campus type, first demonstrated at Princeton, paved the way to a whole new generation of campuses that functioned as separate entities while closely observing their surroundings (See Fig. 4).

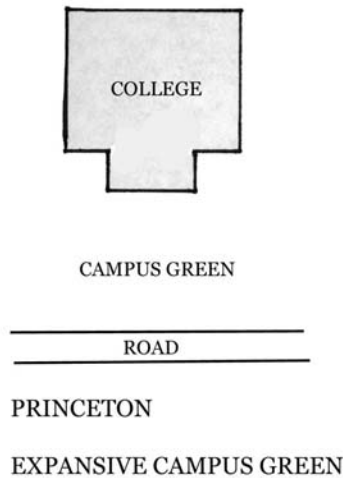


Figure 4- Spatial arrangement at Princeton

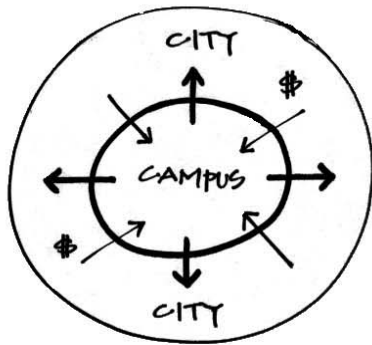
Campus Types

As mentioned above, there are several different kinds of campus spatial arrangements or patterns. Furthermore, there are different campus types that describe the setting for the campus. These historic patterns include the four-sided quadrangle as illustrated in Oxford and Cambridge, Harvard's three-sided courtyard, the school and town axial alignment of William and Mary, the Yale Row, and the spacious open green lawn of Princeton (see figures). Schools established in later years as well as most modern schools follow some variation or combination of these patterns. After researching different university and college campuses as well as drawing upon my own experiences, I determined that there are basically four types of college campus settings. Most American universities and colleges fit into one or more of the following four types; one, the college town, where the city and campus are very closely related and the city is economically dependent on the school; two, the rural campus setting, where the campus is spacious, open and set apart from the town; three, the urban campus setting, where the campus is either woven into

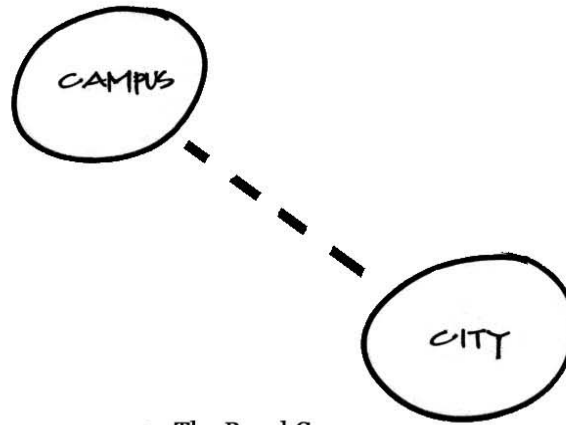
the fabric of the city or it is an isolated campus in a big city; and four, the commuter campus, where the students, faculty and staff all drive onto campus and live off campus (See Fig. 5).

As more colleges were established and educational requirements and philosophies changed, so did the typical college campus. Student and faculty needs increased as social, recreational, and athletic concerns became major components of modern education. These changing needs required new and improved facilities, and over the years, original campus plans began to lose their focus and character as new buildings were added without concern for the original master plan. Today, many colleges are trying to rectify this problem by creating master plans that address current and future needs of the school.

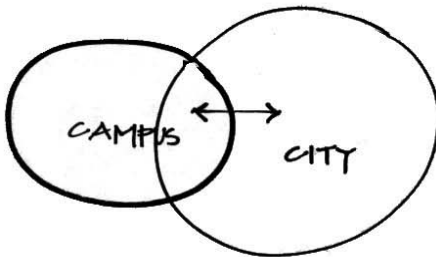
This thesis will provide a descriptive analysis of each campus as well as try to find any common qualities that the spaces on the chosen campuses might share. Recognizing that every college has unique concerns, qualities, and circumstances this thesis will not produce a set of guidelines or formulas to create the perfect public space. The universities in this study were chosen because they either have well-known, successful campuses or they have new master plans in progress that make an effort to reach out to the public. I will examine the following four American, public urban universities: North Carolina State University in Raleigh, The University of North Carolina in Chapel Hill, The University of Georgia in Athens, and The Georgia Institute of Technology in Atlanta. All four universities are in an urban setting, however, the settings are in comparable pairs. North Carolina State University and Georgia Tech are both located in dense, large cities; The University of North Carolina and The University of Georgia are located in college towns within an urban context. The two types of spaces this thesis examines are university gateways or entries and park-like spaces. Gateways were chosen because they are usually the first noticeable and accessible part of the campus to the public.



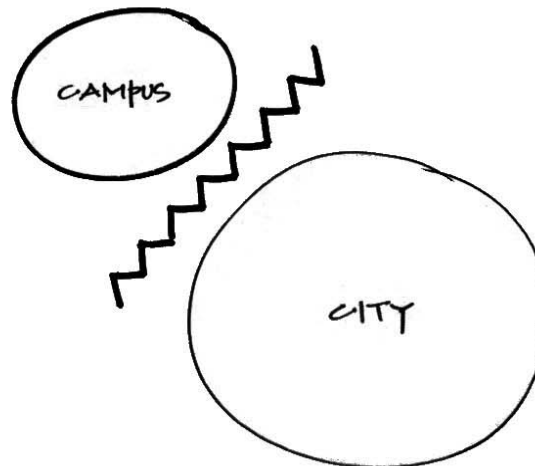
1. The College Town



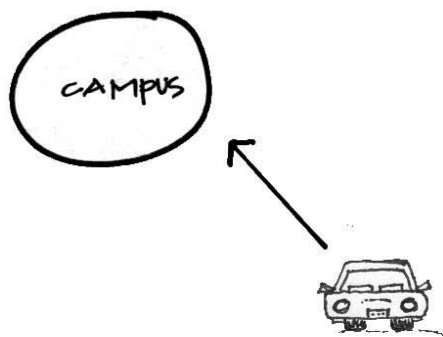
2. The Rural Campus



3a. Urban campus- campus is part of the city fabric.



3b. Urban campus- campus is isolated from city.



4. Commuter Campus

Figure 5- Campus Types

Also, The University of Georgia and The University of North Carolina are known for their historic and well-used entrances. Park-like spaces were chosen based on the assumption that the public would naturally want to visit these types of spaces because of their potential for human activity and interaction. North Carolina State University's new Centennial Campus has a park-like feel and spawned my interest in those types of spaces on campuses.

By studying and experiencing the campus spaces myself as well as talking to the school's facility planners, a few professors, and local vendors, I plan to accomplish three main objectives. One, to provide a descriptive analysis of each university space; two, to determine the perceptions that the public and the university have about the spaces; and three, to discern what specific design aspects of a campus space promote community interaction with the university. The ultimate goal is to gain a better understanding of what makes a university campus both open and accessible to the public and then use this knowledge to create urban campuses that physically relate and connect to their surroundings.

CHAPTER II

A FOUNDATION OF KNOWLEDGE

Public universities have a responsibility to provide usable open space to their students and faculty and to the communities around them. I would argue that public universities do a great deal of outreach work and community service projects, within campus organizations, striving to better the lives of others. Schools sponsor benefits and fundraisers. They provide continuing education courses, theater productions, art exhibits, lectures, athletic competitions and numerous other services and opportunities for the public to take advantage of at any time. Why then, should providing usable open space, park-like space, be viewed any differently? Some schools have provided these types of spaces without conscious intent and some are beginning to do this. Little, if any has been written directly pertaining to this topic. This literature review seeks out what has been written about campus planning in general and how this information might relate to the ideas explored in this thesis. Many books have been written about campus planning that explain process, space allocation, size and type of facilities. Very few books, however, have been written about campus open space or the use of the open space. Currently, literature that addresses campus space and its use can be found in magazines like *Landscape Architecture*. These articles are more or less reviews of built works or future projects. The trends that emerge from the various articles discuss the redesign of campus master plans and the physical integration of the campus into the surrounding community or city.

The literature is organized under two main categories. The first category is campus planning and has two sub-categories which are history/theory and current trends. An historical and theoretical background on campus planning is necessary to understand how and why campuses have evolved the way they have. Looking at current trends is important in

understanding the future direction of campus planning. The second category is space evaluation. Texts in this category discuss important elements to look for in a well-designed space as well as how people move through the space or react to the space. This review will not analyze texts that discuss the more technical, organizational aspects of campus planning such as process, building and facility needs, and spatial needs such as parking allocation.

Campus: An American Planning Tradition by Paul Venable Turner and Campus Planning by Richard Dober are two excellent sources that provide historical and theoretical background on campus planning. Turner's book is a thorough historical overview of the American college campus and its origins. It discusses the models for the American campus, Cambridge and Oxford, explaining the physical forms of the colleges, which expressed the educational ideals of the time. He then relates the similarities and differences of colleges built in America during the colonial period to their predecessors, Cambridge and Oxford. The book discusses changing planning and educational ideals and how these affected the physical form of the campus. Mainly, this text is most valuable for its historical knowledge, providing a basis for discovering new functions for the college campus. "Above all, the campus reveals the power that a physical environment can possess as the embodiment of an institution's character (Turner 1984, 305)." This is important to note because it is an idea that relates directly to this thesis. If spaces such as entrances or park-like interior spaces are open and accessible to the public then the institution can express its character and ideals to the public in some physical way. Campus Planning also provides historical background on the evolution of campus design and serves as an historical reference only. The majority of the book discusses the actual planning of a campus, the how to and why, a topic that is not discussed in this thesis.

The next body of literature discussed falls into the sub-category of current trends in campus planning. “First Impressions” by Heather Hammatt and “Declaring War on the Ivory Tower” by Frank Edgerton Martin are two similar articles that discuss the adaptive reuse and redesign of two college campuses. Hammatt’s article discusses the defining character that Northeastern University, in Boston, achieved after undergoing a major facelift of its interior spaces. The commuter college blended into the dense urban downtown of Boston and had no defined campus. What were once boring and lifeless alleyways and streets became winding green corridors with plenty of vegetation. The campus took on a new life and the spaces encouraged people to linger and socialize. Two relevant issues emerged in this article. One, the school created recognizable, prominent entrances to the campus, and two, the main quadrangle has a strong visual presence. The prominent and recognizable entrances obviously alert people that they are now on the campus of Northeastern University. This certainly makes it easier for visitors and local residents to feel welcomed or invited into the campus. They know where they are and where they are going. Therefore, they are probably more likely to use the campus spaces because they can see the entrance and the entrance looks like a destination. Finally, the main quadrangle provides a strong visual presence with its oasis of green lawn in the middle of urban Boston. Also, it fronts a prominent street, Huntington Avenue. Huntington Avenue is becoming a recognized cultural artery and provides a downtown destination for visitors and locals as a direct result from the new campus design (Hammatt 2001). Northeastern University’s new campus not only redefined itself but it created a new cultural corridor for the city at the same time. The new spaces illustrate the power of the physical environment and their ability to attract people. Northeastern is a good example of providing usable spaces for the public as well as its students. Martin’s article, “Declaring War on the Ivory Tower,” discusses the adaptive reuse of

former military base Fort Ord, in California. The military base was “designated by President Clinton as one of four “model base conversions” in the United States (Martin 2001).” It is now home to the new California State University- Monterey Bay. Sasaki Associates helped turn the base into a community asset. The designers, working with faculty and staff, felt that it was important to connect campus spaces to the surrounding areas. One way in which Sasaki connected the campus to the surrounding established neighborhoods was “by wrapping the academic core with housing to create proximity between living and learning (Martin 2001).” The reuse and redesign of the military base not only supplied a new school with a ready-made campus but created attractive, usable open spaces for the surrounding neighbors. Many connections between campus land use and the surrounding community were designed to enliven streets, create interesting and active edges, and encourage an economic and social relationship between town and gown. Both of these articles demonstrate that the creation of prominent connections and entrances on college campuses can greatly benefit the public by providing cultural, social, and economic opportunities that were not previously available.

Both “Campus Orientation” by Frank Edgerton Martin and “Campus Lessons” by Kim A. O’Connell discuss the campus planning wisdom of Landscape Architect Michel Van Yahres. Van Yahres has done master plans for several universities and his traditional and rational approach is described in each article. He believes that a campus is “the rational organization of outdoor spaces” and the landscape ties everything together (Martin 2001). His planning approach is not necessarily revolutionary or innovative but he does understand how to organize space in order to create a hierarchy of movement through the space. Consequently, the spaces that are created look pleasant and orderly. The approach in designing the campuses mentioned in these articles seems to be an introspective one. The spaces were designed to appeal to students

and faculty. These two articles are examples of campus planning approaches that would not be suitable in creating spaces that are destinations or places to linger, for the public. The campus spaces designed by Van Yahres are internal and are places for ephemeral activity. Students probably use many of the outdoor spaces at only certain times of the day such as briefly between classes, so there is not a steady flow of activity. People like to be where other people are, therefore, the above mentioned spaces would not be appealing to the general public because of their lack of steady activity and opportunity for social interaction.

The article “Dialectic in the Landscape” by Paul Bennett examines the differing opinions of architects and landscape architects on how to restore the campus of the Illinois Institute of Technology back to its historic origin. Most of the buildings on the campus were designed by Mies van der Rohe and have stark, geometric lines. However, there are several other buildings that were designed with a very different vocabulary. The most notable of these is the Main Building, which is designed based on Beaux Arts principles. For the grounds, Mies brought in landscape architect, Alfred Caldwell, who was a student of Jens Jensen. Caldwell was very influenced by Jensen’s philosophy of designing naturalistic landscapes and he brought regional meaning to the land by creating landscapes that echoed the local ecological conditions. Knowing this, Mies gave Caldwell the freedom to design a romantic, free-flowing landscape that greatly contrasted with Mies’s architecture. Their styles contrasted greatly because Caldwell’s designs evoked a specific place and meaning whereas Mies’s architecture was abstract and evoked no sense of a specific place. Over the years the landscape has severely deteriorated and the elms have succumbed to Dutch Elm disease, leaving an almost tree barren landscape. Landscape Architects Michael Van Valkenburgh and Peter Lindsay Shaudt were brought in to design a new master plan for the campus. Immensely differing opinions between the client, mainly composed

of architects, and the designers on how to correctly restore the campus illustrate the power of the landscape. The architects at IIT believe that a landscape with no trees reflects the true vision of Mies because it relates to the stark architecture. However, Van Valkenburgh and Shaudt believe that Caldwell's landscape and Mies's buildings coexist as opposites and that both make more powerful statements because of this (Bennett 1999). This is not an issue that seems easily resolved because both parties have such strong ideas and feelings as to how the relationship between the landscape and the buildings should be interpreted. The argument demonstrates that a landscape can make a powerful statement and impact on its users.

The University of Indianapolis wanted to update the look of its campus and give it a defining feature that would attract new students and satisfy the needs of current ones. "Significant Signatures" by Paul Bennett discusses the design approach that the landscape architects took. Basically, the central green feature incorporated seating, a water element, and vegetation that invited students to linger and congregate. The campus gained a park-like feature that is a great asset for the students. The space would also be attractive to the public as a destination. This article demonstrates the potential appeal that many campuses could have to the public. A well-designed campus space that is in an urban setting could be another form of an urban park for the public. The urban university campus is a fixed entity that has many opportunities to provide open space. As cities grow larger and land becomes scarce, we should look to university campuses as a source of open land. The open space can be made accessible to the public, if it is not already, and the location is the first step towards ensuring that the park will have users. The university setting can provide a wealth of cultural and social interaction that is vital to a successful park.

“Wet Lands: Civic Stormwater + Contingent Spaces” by Kathy Poole looks at a somewhat unique approach regarding the mitigation of stormwater drainage at the University of Virginia. The proposed stormwater plan is incorporated onto the 15-acre campus and provides serene looking spaces that are not only functional in design but clever as well. The plan is ingenious in that it teaches us about natural processes and at the same time creates destinations. This is a wonderful example of the possibility of a university creating park-like environments that will most likely attract the public. The school has looked at a problem and turned it into an asset that will benefit the surrounding community as a place to visit.

The last body of literature looks at how people move through and use spaces. Clare Cooper Marcus’ book People Places, classifies the different outdoor campus spaces and then uses a case study to evaluate successful and unsuccessful features regarding the space. She has developed a set of guidelines that help to determine whether a space is successful for sitting, walking through, lingering, playing, and studying. For example, are campus entrances located where the majority of students will enter on foot? Are they designed for large pedestrian flows and are the entries clearly designated? Finally, are major plaza spaces bounded by buildings that generate a high degree of use throughout the day (Marcus 1998)? These guidelines are a useful way to help structure my site visits and critique the campus spaces at the four universities I have chosen to evaluate. Life Between Buildings by Jan Gehl examines the different parts of outdoor settings in cities. He analyzes the basic functions and opportunities that these spaces should provide or facilitate in order to be successful. The underlying theme of successful outdoor spaces that is emphasized in the book is the ability to provide quality space. Jan Gehl claims that it is not enough to design spaces that only allow people to pass through or travel from point A to point B. In order to create a quality space, he states that, “Favorable conditions for moving about

in and lingering in the spaces must exist, as well as conditions that allow participation in a wide range of social and recreational activities (Gehl 1980, 131).” Furthermore, as a result of designing higher quality spaces the recreational and social activities develop and flourish (Gehl 1980). This is what I expect to find on the four campuses in this study. An important point in the book that applies to campus entries is the usability of the edge. The edge can serve an important function as the origin for any activity. A person can either choose to continue the activity on the edge or move it out toward the middle. If campus entries have a usable edge, meaning places to sit and stand, and there is opportunity for activity in the middle, then people will be more likely to stay in that space, according to Gehl. Furthermore, Christopher Alexander, author of A Pattern Language, believes “if the edge fails, then the space never becomes lively (Alexander 1977, 600).” People are naturally attracted to activity, especially when the activity is watching other people. It gives the passerby more reason to stop and sit or stand. Furthermore, the edge allows people to survey the site from a distance and maintain a secure feeling. Another crucial aspect to a successful outdoor space is the opportunity to sit. Gehl discusses two types of successful seating, primary and secondary seating. Primary seating is benches and chairs. Secondary seating is stairways, steps, low walls, and other similar types (Gehl 1980). The ability of a campus space to provide the proper proportion of primary and secondary seating would certainly contribute to its success. Gehl states:

A spatial design based on an interplay between a relatively limited number of primary seating opportunities and a large number of secondary places to sit also has the advantage of appearing to function reasonably well in periods when there is only a modest number of users (Gehl 1980, 163).

A campus space that looks occupied most of the time may attract other people that are just passing through to stop and linger or even stay, thus creating a successful space. By examining different kinds of outdoor spaces and the activities that occur in them, Gehl has provided a

framework for examining any outdoor space. His observations of people and activities can be applied to outdoor campus spaces as well.

From reviewing the literature, I have found that many universities and colleges are taking a vested interest in the physical character of their campuses. Schools understand the importance of instilling a sense of place on the campus in order to attract students and create a destination oriented campus. The current trends in campus planning show that universities are concerned with reaching out to the surrounding communities. Universities want to create strong connections that benefit the school and provide an asset for the community. Clare Cooper Marcus's and Jan Gehl's books have provided a framework in which to analyze the spaces in depth. The extensive studies and observations made by both and their knowledge of how people use and move through spaces have established patterns of social behavior that can easily be tested in the field. Furthermore, from their work, they have been able to predict the reactions of people to many different outdoor environments. People use certain spaces and like certain spaces for a reason, whether they know it or not.

CHAPTER III

METHODS

The general approach to this study was to observe and evaluate the outdoor spaces of selected university campuses. I wanted to understand the campus's physical connection to its surroundings and the social and governing relationship between town and gown. Using a combination of site visits and personal interviews, the method was designed to record my own observations and perceptions and those of key university personnel who, to some degree, are involved in their own respective campus planning.

Before selecting the universities for this study, several campus plans were evaluated by looking on the respective school's website. After reviewing different campus plans and other information about the schools, four were selected; chosen for their campus setting, location, and proximity to each other. To narrow the focus of the study, two types of spaces were chosen to examine: gateways or entries onto the campus and park-like spaces on the campus. The methods for understanding and evaluating the four campuses were a literature review, a questionnaire, and site visits.

I used a questionnaire to gain insider perspectives of each university. The questionnaire was designed to gain information about the school's campus space system and its relationship with the surrounding community. I wanted to uncover the perceptions of university administrators and professors and compare how their opinions differed about campus planning in general. The questionnaire was conducted as a phone interview to increase the chances of a quick response. Most of the interviewees were reached by phone, however, others that were difficult to reach responded through email. The interviews were given to people associated with Facility Services or Campus Planning and Professors of Landscape Architecture, where possible.

At least two people from each school, fitting into the above-mentioned categories, were contacted. However, only one person from North Carolina State University responded after repeated emails and phone calls. Furthermore, during the site visits, local vendors were casually interviewed to assess their opinions about their relationship with the school.

Finally, site visits were made to each school to observe, map, and photograph the spaces. In order to observe the movement of the most people through the spaces, the evaluations took place during the late morning and early afternoon hours. Each campus was observed for two or more hours by walking through and sitting in the spaces. A physical description and location of each space was recorded. Observations about where people gathered, walked, stopped or sat were made. How long people stayed in the space or what they were doing in the space was noted. Also, it was noted whether the people in the spaces looked like students, faculty, staff or visitors- meaning any non-university associated person. Observations about the physical space were based on Jan Gehl and Clare Cooper Marcus's ideas about what makes a space functional as well as lively. The following were evaluated for each space: seating and standing opportunities, the quality of the edges, available shade or protection, and did the space instill a sense of place? The spaces were recorded by sketching rough maps, looking at official campus maps, and photography.

CHAPTER IV

ANALYSIS OF FINDINGS

After the initial site visit at Georgia Tech, my preliminary observations pointed to five important characteristics contributing to a lively space which are location, the physical makeup of the space, users of the space, activities in the space, and length of time in the space. Once I was on the campus the above characteristics seemed to be the most important initially. The location of a space is paramount because it determines who will most likely use the space. By knowing who the users are, students and faculty or community members, and what they were doing helped me to decide if the space was in fact being used by the non-university public. Finally, from observing how long people stayed in the space, I could determine if the space was destination oriented or just a pass through.

The second set of characteristics evaluated came from Gehl and Marcus and added a greater depth to the liveliness of the space. The characteristics of seating and standing opportunities, edge quality, shade and protection, and sense of place are all components, according to Gehl and Marcus, that help to attract visitors, entice them to stay and create an overall enjoyable experience.

The overall success of the space may not be dependent on the presence or absence of some of the characteristics. Therefore, the nine characteristics are a framework from which to evaluate each space and may or may not be the determinants of why the space is or is not successful. Each campus will be analyzed separately according to the site observations and the questionnaires. Any similarities found and comparisons between campus types will be discussed in the next chapter.

Case Study #1: Georgia Tech

Entrance

The first campus discussed is The Georgia Institute of Technology or Georgia Tech, located in Midtown Atlanta. It is an urban campus isolated from the city. Georgia Tech has a total student population of 15,577 of which 11,048 are undergraduates. The average student age range is eighteen to twenty-three- years- old. The majority of buildings are modern brick structures.

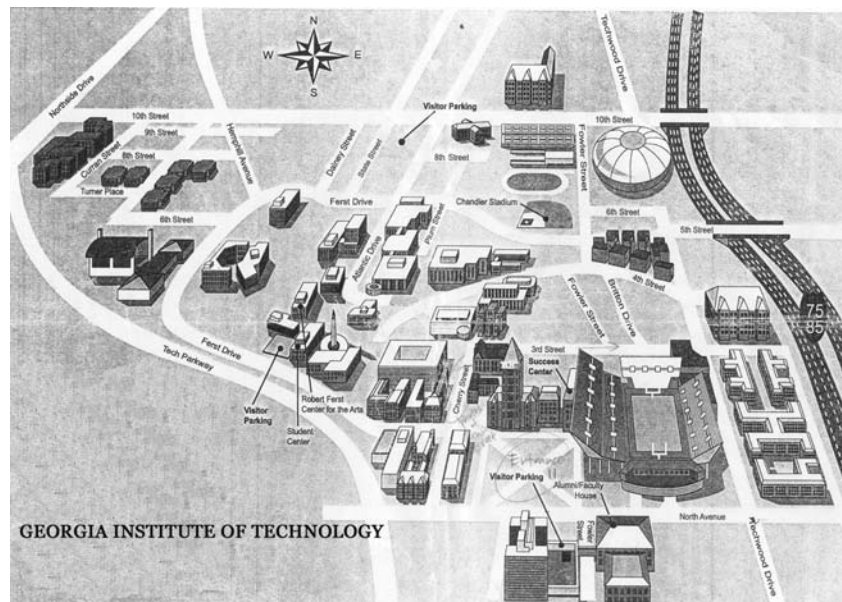


Figure 6- Location Map

The main entrance onto the campus is located on North Avenue which is an exit off of Interstate 75/85 (See Fig. 6). This entrance is the most visually prominent space. It fronts North Avenue and is separated from the road by a gate. The space is bound on the east by the football stadium and bound on the north by the Administration Building. A discreet driveway and parking area is to the west of the space. The square-shaped space is dissected into four green

triangular-shaped lawns by two diagonal sidewalks that cross in the middle (See Fig. 7). This configuration creates a formal feeling in the space. However, the placement of shrubs and trees

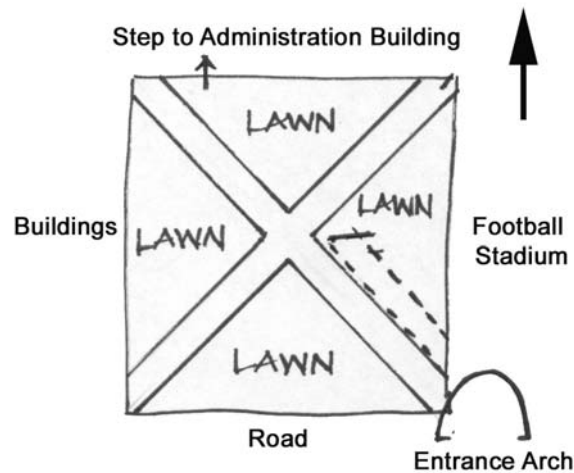


Figure 7- Plan view of entrance

entices the visitor into the space to walk or sit down. The types of people observed in the space were maintenance workers, prospective students, and adult visitors. Prospective students on a group tour were being led to the football stadium. Therefore they were in the space no more than five to ten minutes. The two adult visitors were walking around and sitting in the space as well as taking pictures. Their visit lasted about ten minutes. One bench provided a primary seating opportunity and was located under a shaded area. The lawn, steps, and low walls provided secondary seating opportunities (See Fig. 9). Railings along ramps and high walls provided standing opportunities. The topography of the region is very hilly so grade and elevation changes are dramatic over most of the campus. Because of this the green space looks and feels sunken, however, the effect is subtle (See Fig. 8). The edges of the space are mainly planted but steps, ramps, and the football stadium provide adequate niches to observe the area from the

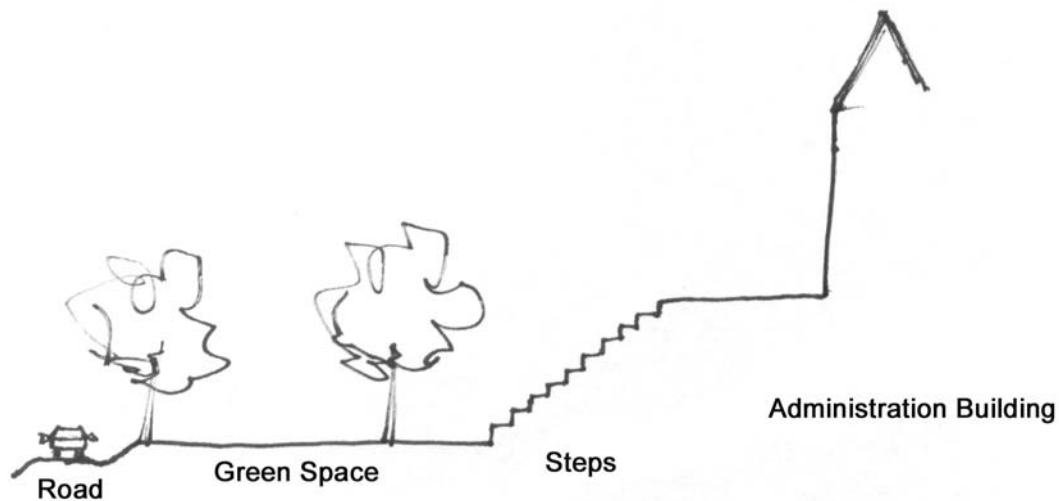


Figure 8- Section of entrance

perimeter. These elements on the perimeter serve as overlooks into the space and provide a secure spot for people who like to observe from the edge. Several nice trees provide shade as well as the entrance archway (See Fig. 9). The entire space feels protected because it is lower than its surroundings. The surrounding buildings and the configuration of the space create a sense of place. It looks as if an official ceremony or gathering of some type could take place on the grounds. Because of its proximity to the football stadium, it also seems like the entrance could be used during football games. Even though the space is not extremely noticeable when approaching the campus by car, it would be noticed by someone walking on the sidewalk. It is accessible by foot or car- a parking garage is located across the street and a pedestrian bridge connects the two. The entrance to the campus is the most publicly oriented space on the campus. It is completely separated from the main student core by other buildings and streets. Students did not even use the space unless they were on their way to a dorm.



Entrance arch which provides protection



Seating provided by benches and low walls



The top of the entrance ramp provides an overlook at the edge of the space



The edge of the space next to the stadium provides an active edge to survey the space

Figure 9- Pictures demonstrating good seating, shade and protection and edge quality

Park-like Space

The park-like space, which is more like a plaza, is in the interior of the campus and serves as a core of student life during the day. It is located in front of the Student Center and is not far from the Robert Ferst Center for the Arts. The plaza is a circular shape with a large circular pool containing a fountain and a sculpture. A semi-circular arrangement of stadium steps provides an amphitheater on one side of the plaza. Specimen trees and shrubs are planted in some areas around the pool and plaza. To the east, specimen trees are planted in a grid pattern with alternating squares of mulch and brick paving. The plaza is oriented to the north, catching the morning sun and providing afternoon shade. This pleasant environment was mainly occupied by students who gathered to talk, sit, study, or just relax. Some students stayed as long as an hour or more while others sat for as little as ten minutes or were just passing through. No primary seating opportunities are available in the space but plenty of secondary seating is provided by the stadium steps and low walls (See Fig. 10). Railings down the center of the steps



Figure 10- Secondary seating provided by the stadium steps.

and at the upper edge of the steps create opportunities for standing. Each step creates an edge because they are steep and provide a back to lean against, which provides a feeling of security.

Also, the actual edge of the space is much higher than the fountain and creates an overlook into the space. Lined with trees and shrubs, with a low railing in some areas, the edge is an attractive



Figure 11- The edges of the plaza are lined with trees, shrubs and a low railing.

place to sit, gather, and observe (See Fig. 11). The space is only shaded in the afternoon by the adjacent building and a sense of protection is provided by the stadium seating. The plaza certainly instills a sense of place because of the fountain and the sculpture, which is used as a symbolic icon (See Fig. 12).



Figure 12- The sculpture and fountain instill a Sense of Place

The orientation of the space provides skyline views out into Midtown Atlanta which are pretty interesting and represent a visual reminder of the campus's location. The plaza is accessible by foot and car with visitor parking very close to the space.

Phone Questionnaire

Two people from Georgia Tech, William Miller and Leslie Saunders, were interviewed to understand the university's point of view and their perceptions of the campus (See appendix).

William Miller is a civil engineer in charge of construction management and Leslie Saunders is the campus architect and is closely involved in the planning design. Both described the campus as isolated and said that Midtown Atlanta has grown up around the campus. However, a new campus being built across the interstate in the middle of Midtown will change this slightly. The outdoor space system is a combination of introverted and extroverted with some green spaces that try to reach out to the public and some that are internal and focused toward the students.

According to Mr. Saunders, there are three levels of involvement in the general planning of the campus which are: the Campus Master Planning Implementation Committee composed of administration, faculty, staff, students, and alumni representatives; the Executive Management Team composed of senior administrators and faculty; and the planning design commission. The role of the community in the planning process is somewhat limited. They were invited to the 1997 Master Plan effort to review or really just be aware of the future plans of the campus.

Georgia Tech has a representative from the school that attends the various community board group meetings or neighborhood planning units (NPU) so that the school is kept updated on their actions and concerns in general. Also, the school is heavily involved with the residential neighborhood, Homepark. Mr. Saunders pointed out that "technically, the university does not have to coordinate with town planning because it is part of the university system of Georgia and

is administered by the Board of Regents.” However, he said that they do try to be good neighbors and coordinate because it is the right thing to do and they must comply with the Midtown Alliance regulations. Mr. Miller feels that the school has a good relationship with the city, no question, while Mr. Saunders feels that the relationship is mostly good. Both think that the campus is accessible to the public. Mr. Miller said that there is a public park on campus that belongs to the city. He stressed it is mainly used by students. The park is not even labeled on a campus map and the one I found looked uninviting and rarely used. The green spaces on campus are regularly frequented by visiting elementary school students who picnic on the grounds. Skateboarders, joggers and walkers also regularly use the campus although the skateboarders are discouraged to do so. Mr. Miller feels that the university does have a responsibility to the public to provide usable open space but says that is his view and not necessarily the university’s view. Mr. Saunders strongly believes that the university has a responsibility to be a good neighbor and if the school can provide good amenities to its neighbors, then they will do that. Finally, both pointed out that Georgia Tech is viewed as an unknown to most people in Atlanta and that most people do not use the campus unless they have a reason to be there or they live close by. However, the university is changing that by building a very visible and accessible new campus in Midtown and on a smaller scale, performances at the Arts Center are becoming more and more popular to attend.

Summary

Georgia Tech is a campus surrounded by industrial buildings and cut off from the city by a twelve lane interstate. Most people I talked to that have lived or currently live in Atlanta know nothing about the school. They see no reason to drive to the campus because there is really nothing to do once you get there. However, the campus, despite its aura of mystery, does have

desirable spaces to hang out in. These spaces would be great destination spots for an afternoon picnic or walk. But the campus has a closed off, isolated feel. There is no transition between the interstate and the campus. Upon exiting the interstate the visitor is immediately channeled into the campus so that it feels as if they are an intruder. Georgia Tech is not a good example of an accessible campus because of these characteristics. However, the spaces analyzed, are used by the public to some extent. The area between the interstate exit ramp and the football stadium needs to be a transition zone that is more welcoming to the public.

Case Study #2: North Carolina State University

Entrance

North Carolina State University has a total student population of 28, 000+. The majority of students are eighteen to twenty-four-years-old. The predominant building style is modern brick. The campus is located in Raleigh, North Carolina, only a couple of miles from the downtown area. North Carolina State University has an urban campus that is woven into the fabric of the city (See Fig. 13).



Figure 13- Site map. Hillsborough St. is the boundary at the top right of the map.

The main visual “front door” into the campus is along Hillsborough Street, a street that connects the campus to downtown Raleigh. The North Carolina State University Bell Tower is an icon and a visual connection to the Capitol downtown. This is the best visible connection that the university has with its external environment and according to Mary Myers, a professor of Landscape Architecture at North Carolina State University, the campus is working with the Hillsborough Street Partnership to improve that (See appendix). The outdoor space on the campus side does not necessarily make the entrance a destination spot, however, the campus combined with some of the shops across the street make the space more accessible to the public. The users were students, university staff, and the public. People were mainly shopping, walking, eating or browsing and stayed in the space anywhere from five to ten minutes to one hour or more. The shops and restaurants have actually declined over the years but Hillsborough Street Partnership, formed in 1999, is dedicated to improving the street and creating a much livelier town and gown interface (See Fig. 14). The characteristics such as seating and standing

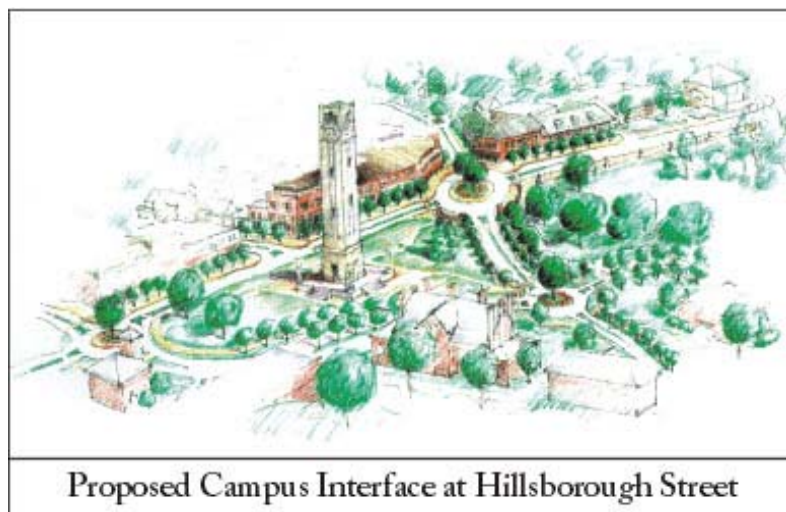


Figure 14- Proposed face lift for Hillsborough Street.

opportunities and shade and protection are provided by the changing building facades, low walls and trees along the street. At the edge of the campus entrance, still on Hillsborough Street, is a very visible public park named Pullen Park. It is next door to the Design School and presents another opportunity for the public to park, explore the grounds and then venture onto the campus. Hillsborough Street is the edge of the campus and provides an area for events to form and then move further into the campus. The public park, shops, and restaurants in the vicinity give reason for people to walk onto the campus and create an open atmosphere between town and gown. The street is a major road in Raleigh and as the Partnership continues to improve the area, its sense of place will become firmly ingrained with the people of Raleigh.

Park-like Space

The new Centennial Campus is located near the original campus and is mainly accessible by car. I am examining this campus as a park-like space because it was designed with the intent of providing public open outdoor spaces for recreational activities such as golf and water sports. However, the golf course and lake are only one part of the campus and the design intent of creating a true academic village led me to view the whole campus as a large park. The entrance is on Avent Ferry Road, in the middle of a residential neighborhood. The approach onto the campus looks like an entrance into a suburban neighborhood and the campus itself looks like a suburban business park. Centennial Campus is located on one thousand three hundred and thirty four acres containing woodlands and a lake reservoir (See Fig. 15). It has a residential feel and is more than just your normal academic village (See Fig. 16). It redefines the meaning of town and gown because it has been specifically designed to accommodate university needs as well as community needs by combining research and classroom facilities with high-end residential apartments and townhouses, as well as recreational amenities. The entire campus is a large



Figure 15- Site Map of Centennial Campus

intellectual neighborhood that is certainly reaching out to the public. North Carolina State's website proudly defines the campus as "a 'technopolis' of university, corporate and government R & D facilities and business incubators, with an exciting town center, executive conference center and hotel, upscale housing, and recreational amenities."



Figure 16- View of Centennial Campus from Lake Raleigh

Currently, only the infrastructure and three clusters of university buildings, referred to as Research and Development neighborhoods, have been erected. Therefore, the users are mainly students and faculty. Future plans for many more projects are under way including luxury townhouses and condominiums, called the North Shore, a conference center and hotel, a championship golf course, and a new middle school. These establishments will bring in the general public. Because Centennial Campus is not yet complete and I looked at the entire campus in general, I did not evaluate seating/standing opportunities, shade and protection and edge quality. These did not seem that important when determining the overall accessibility of the campus and were not. The campus already instills a sense of place due to the building types and infrastructure and it will be even stronger when the grounds are completed. Most of the aforementioned projects are expected to be open by 2002-2003.

Phone Questionnaire

Mary Myers, Professor of Landscape Architecture, responded to the phone questionnaire through email and provided some valuable insight about the campus's concerns (See appendix). Ms. Myers described the campus as being a few miles from downtown Raleigh and emphasized that there "could [be] a stronger link if the urban fabric between the campus and capitol was more dense- more shops, offices, etc." One major issue that she thought important, in terms of the university's context within the city, is transportation. Ms. Myers states:

We should discourage private cars and instead of building parking lots divest some parking each year and put more money into public transportation and non-polluting forms of transportation such as walking and bicycling. Very little consideration has been given to this. In fact, NCSU's master plan includes a guiding principle which says there will be no net loss of parking.

"The campus lacks a strong relationship with the external environment," said Ms. Myers, when asked whether the space system was introverted or extroverted. General planning for the campus is handled by the campus architect, Michael Harwood. Many of the campus projects are designed by private firms and then reviewed by Mr. Harwood and a review board. Ms. Myers was not sure about the community's involvement or role in the campus planning process. However, when I researched the Hillsborough Street Partnership, community involvement was strong. Ms. Myers did say that campus and town planning is coordinated but the main issues deal with street and car problems. The university's relationship with the city "is improving and should continue to improve," according to Myers. To her knowledge, all of the outdoor spaces on campus are open to the public and she believes that "as a public institution our spaces should be open and accessible to the public and I think we do a pretty good job of that."

Not too long ago merchants along Hillsborough Street began losing business and leaving the area. One Raleigh online publication, The Independent Weekly, wrote that one store had a sign on its front door that read, “Hey, no Wolfpack pride here.” This attitude is slowly changing due to the Hillsborough Street Partnership facilitating community workshops and other meetings that encourage participants to come up with design ideas that will enhance the important corridor. The Partnership is a collaboration between North Carolina State University, the University Park neighborhood, Cameron Park, Oberlin Village, The Hillsborough Street Merchants, The City of Raleigh, Triangle Transit Authority, the North Carolina Department of Transportation, the Triangle J Council of Governments and other organizations. This strong show of support and commitment to the improvement of Hillsborough Street will ultimately benefit everyone- the university, the merchants, the surrounding communities, and the greater community of Raleigh. This is a real effort by the university and the city to look past current problems and envision a positive future.

Summary

North Carolina State University has the most urban feel out of all four campuses. It is woven, for the most part, into the city’s fabric and is not cut off or isolated from its surroundings. The interplay between the Hillsborough Street entrance and the shops and restaurants across the street has the potential to create a strong social and cultural corridor for visitors and locals pending on ongoing improvements. Future plans for the street include decreasing the road width to two lanes and creating a boulevard, thereby slowing traffic and creating a pedestrian-friendly environment. The space works as an accessible entrance now and will continually improve as future changes are made. Centennial Campus, when finished, will have the attractions of a park-

like space- golf course and water- that will make it a destination spot for visitors and locals. It is designed specifically to include the public and is a planned, intellectual community. Because it is designed with the intent of being a neighborhood, it is a visually and physically accessible space.

Case Study #3: The University of North Carolina

Entrance

The University of North Carolina is located in the city of Chapel Hill which is about thirty to forty minutes west of Raleigh, off of Interstate 40. It is a college town university within an urban context. Chapel Hill is part of the Research Triangle which also includes Raleigh and Durham. Currently, total enrollment is 24,180 students of which 15,400 are undergraduates and 8,780 are graduates. Over ten thousand students are eighteen to twenty-one years of age. The second largest age population is twenty-six to thirty-five years of age and the third largest is twenty-two to twenty-four years of age. The campus is a mixture of Colonial and modern buildings.

The heart of Carolina's campus is located in the historic core along East Franklin Street (See Fig. 17). The quadrangle, named McCorkle Place and known as "the Grove" because of the old, large trees on the grounds, opens up onto East Franklin Street. Directly across the street from the quadrangle is Chapel Hill's business district. The school is unique in that it was the first state university and the town and school were planned together. The historic entrance onto the campus is the most visual and deliberate, seamless connection to the city itself. The physical setting is serene with lush green lawns, beautifully shaped old trees, brick pathways, and an old stone wall that creates an unobtrusive boundary between the campus and the street (See Fig. 18).

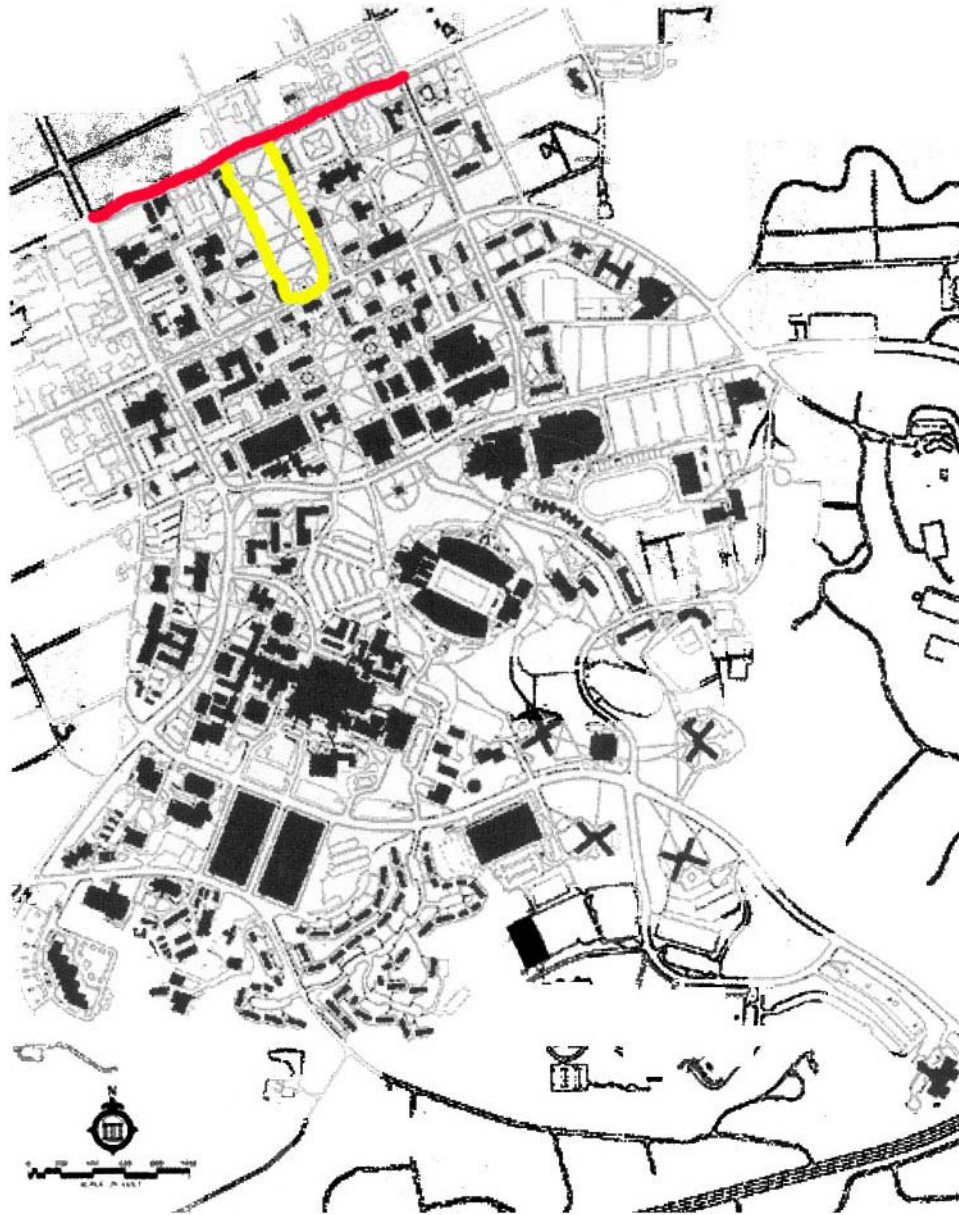


Figure 17- Site Map. Entrance location is at the top left. The quadrangle is outlined in yellow. East Franklin Street is the red line.

Students and other members of the university community were abundant on the grounds. Some walked through the space on their way to somewhere else while others stopped to sit and study or relax. During the lunch hour many visitors and families were using the space to picnic and relax, lingering for at least a couple of hours. Most of the seating opportunities are secondary types including steps, the stone wall, a monument, and the lawn (See Fig. 18). The monument



Figure 18- Stone wall separating the Old Quadrangle from Downtown Chapel Hill.

and the trees create spaces for people to stand beside. The edges of the quadrangle are created by East Franklin Street and the university buildings (See Fig. 19). The stone wall along the street, as mentioned above, is an excellent place to sit and observe the interior activity from a distance. The irregular facades and steps of the buildings create more seating and opportunities to observe the space from the outer edges. The large trees provide ample shade and the area feels protected but not enclosed by the adjacent buildings. With its historic monuments and buildings, the entrance onto the campus creates a definite sense of place.

Park-like Space

The Coker Arboretum, which extends the length of Raleigh Street and is entered from Cameron Avenue, is a pleasant park environment with gently curving paths and, of course, many plants and trees (See Fig. 20). The pathways are mainly dirt with bits of crushed gravel. Small,



Figure 19- Buildings create an edge for the quadrangle.

rectangular stones line some parts of the pathways. Several plant species are identified and labeled for student and visitor use. A trellis made from thin tree logs lines the entrance on Cameron Avenue (See Fig. 20). Medium sized openings of lawn are placed in the interior parts of the park and a stone-lined brook brings water into the park. During my observations, several students, faculty, and visitors moved through the space and most sat down and stayed for an hour or more. Students were relaxing, talking, or studying while children from an adjacent school played near the brook. Visitors jogged or walked through the space and several had guides to the plants in the arboretum. Several benches are scattered throughout the park and were being used. The lawn areas and low stone walls provided secondary seating. The edges of the park are mainly pathways. Because of the placement of plants and the attempt to make the space feel natural, the edges are not the best places to be. The arboretum is best experienced by exploring the internal space. Trees provide excellent shade and the park feels protected because the plants give a sense of enclosure. The wood trellis is the most defining feature of the park and instills a sense of place to the students and community.

Phone Questionnaire

David Godschalk, Professor of City and Regional Planning and Jon Howes, the Campus Coordinator for the master plan process were interviewed about Carolina's campus (see interviews). Mr. Godschalk and Mr. Howes described the campus as part of downtown Chapel Hill, closely integrated into the city and surrounded by residential neighborhoods. Mr. Howes felt that the campus space system was neither extroverted nor introverted. He described the campus edge as a porous membrane. However, he did say that the main quadrangle of the old campus opens onto East Franklin Street, the main street between the campus and downtown Chapel Hill. Mr. Godschalk responded that he was not sure what was meant by the question



Crushed gravel and dirt path of arboretum



Wood trellis bordering the entrance to the arboretum

Figure 20- Views of Coker Arboretum.

concerning introverted or extroverted space systems (See appendix). The general planning of the campus is handled by a division of the facilities planning office, consisting of architects and planners and the Chancellor's committee consisting of faculty, staff, and students. Ultimately, decisions are made by the Board of Trustees. The community is invited to the campus planning process including workshops and they are also represented by the mayor and city council. The town has a very influential role in development and closely regulates everything. Chapel Hill town zoning ordinances are applied to the campus and everything must go through the town council. For the most part, Mr. Godschalk and Mr. Howes believe that the university has a good relationship with Chapel Hill but can sometimes be contentious due to political issues with the town. All of the major campus green spaces are available and accessible for public use as well as the recreation fields. Also, Morehead Planetarium is prominently located on East Franklin Street (see pic) and is open to the public. Both men believe that the university has a responsibility to the public to provide usable open space. Mr. Godschalk adds that this is usually the definition of a campus, but the responsibility obviously varies with the context and opportunities involved.

Most of the vendors on East Franklin Street, directly across from the historic quadrangle, are restaurants and sandwich shops and said that their customers are mainly university students, faculty, and staff or people who work in the downtown area. Maintaining a good relationship is beneficial for both parties.

Summary

The University of North Carolina is a very accessible campus due much to its setting. There is a seamless connection between the campus, surrounding residential neighborhoods, and downtown Chapel Hill. The campus feels like another neighborhood itself or a large park in the

center of the city. The juxtaposition of the hardscaped, concrete dominated downtown shopping area and the serene, lush green lawn of the old quadrangle that faces East Franklin Street, makes the space a perfect public place for recreation and relaxation. It is evident that the public uses the space as a neighborhood park and finds it very accessible and inviting.

Case Study #4: The University of Georgia

Entrance

The final campus discussed is The University of Georgia, located in Athens, which is about an hour northeast of Atlanta. Like UNC, The University of Georgia is a college town university within an urban context. Georgia has a total enrollment of 31,288 students of which 24,010 are undergraduates, 7,075 are graduates, and 203 are specified as other. The average age of students is eighteen to twenty-three-years-old. The buildings are a mixture of classical and modern styles.

The best connection and entrance onto the campus is part of the Old Campus and is located along Broad Street (See Fig. 21). The historic quadrangle opens onto downtown Athens by way of Broad Street. Manicured lawns, sidewalks and stately trees immediately convey the feeling of a park. The spacious lawns are broken up by trees and create smaller, more intimate spaces within the larger context. This spatial arrangement also contributes to a more enjoyable walking experience because each space looks and feels a little different. Where the school and downtown meet, a lively center of activity is created by unique shops and tasty restaurants frequented by students and locals. The quadrangle is like an oasis in the middle of the downtown and makes the space even more attractive (See Fig. 22). Students and families lounged in the park studying, eating lunch, socializing and playing games. The presence of people throwing the frisbee or just sitting and relaxing on the lawn empowers others to do the same. Several people

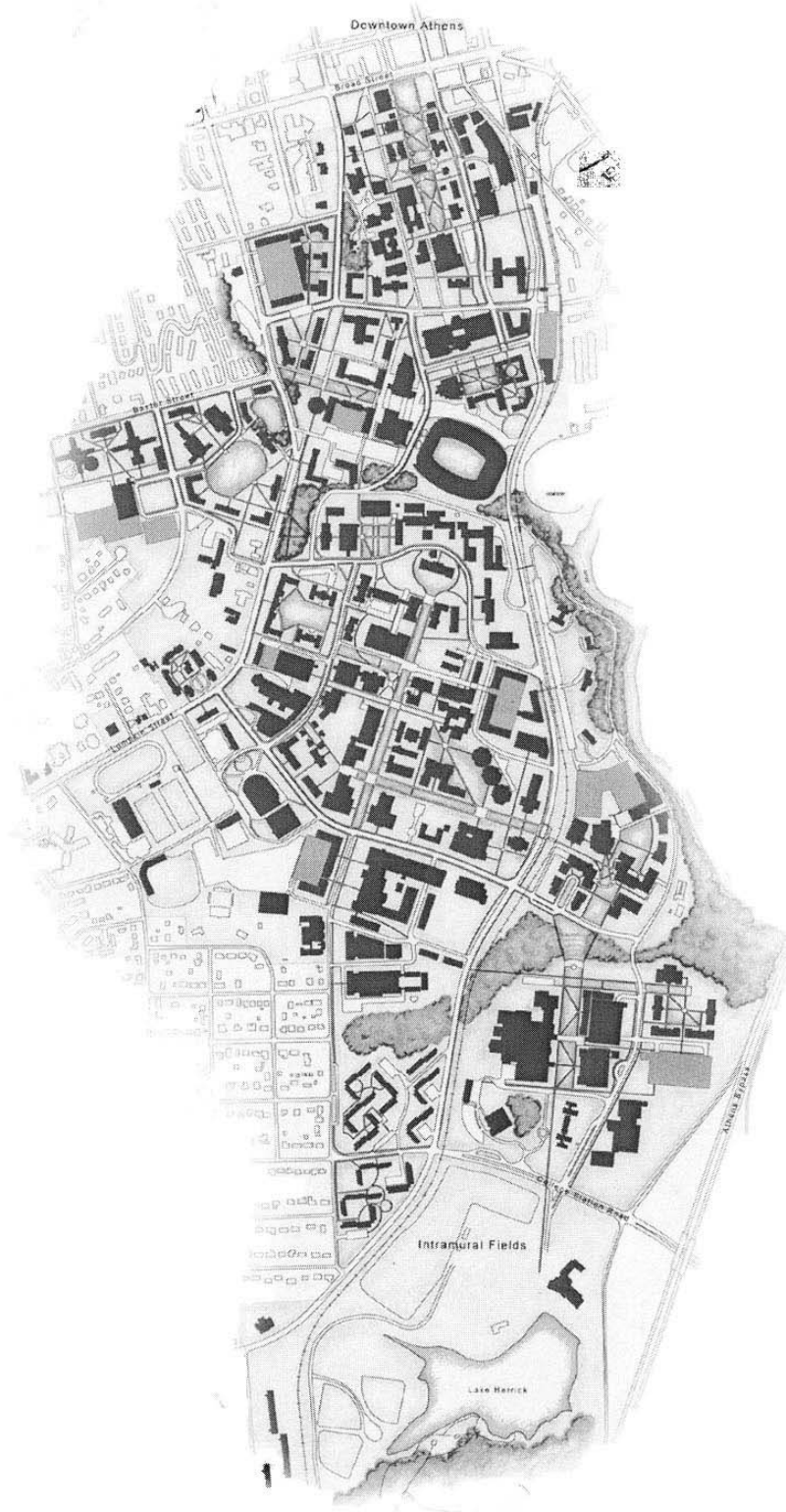


Figure 21- Site Map. The historic entrance quadrangle is located at the top of the map and borders Downtown Athens.

stayed in the space for a couple of hours. No primary seating opportunities were found in the quadrangle but this did not stop people from sitting in the grass. The edges of the quadrangle are lined with buildings and the steps and facades create niches for people to sit or stand by in order to observe activity inside the space. The quadrangle contains many trees that provide shade and the space is enclosed by buildings and a wrought iron fence lining the street (See Fig. 22). The iconic wrought iron entrance gate (See Fig. 22) on one side of the quadrangle helps to define a sense of place. The site details and the lively downtown contribute to the distinct character of the university's historic entrance.

Phone Questionnaire

Three people were interviewed about Georgia's campus including, Daniel Sniff, the Facilities Director; Marianne Cramer and Ian Firth, Professors of Landscape Architecture (See appendix). All three described the campus as being adjacent to downtown. The historic North Campus edge is the southern edge of the Central Business District, along Broad Street. Ms. Cramer believes that this is "the best campus edge because the campus and downtown resonate with each other- good synergy." There is more interpenetration between the campus and Athens at other edges but none are as lively as the Broad Street entrance. When asked to describe the campus as extroverted or introverted, Mr. Firth responded that "the point at which the campus meets the downtown is extroverted. There is a transparent boundary but the further south you get into campus, the space is more introverted." Ms. Cramer described the campus as introverted because all of the buildings are located on the campus. On the other hand, she said it might be considered extroverted because most students live off the campus, in the town of Athens. Daniel Sniff responded that the campus space system is extroverted because people not associated with the school use the open space and the campus is destination oriented. A division within the



The interface between the historic quadrangle and Downtown Athens



The iconic iron arch at the entrance to the historic quadrangle



A wrought iron fence visually separates the historic quadrangle from Broad Street

Figure 22- Site pictures of The University of Georgia.

school called the Campus Architects oversees the master planning and Daniel Sniff, the Facilities Director also is responsible for the general planning of the campus. Ms. Cramer mentioned that the “School of Environmental Design has helped flush out more detail for the concepts in several summer studios.” Mr. Sniff described the campus planning process as an open one, one that the community is invited to participate in. He also said that the “community is very influential to the planning process [and] have influenced decisions regarding parking issues and the rerouting of streets.” When asked if campus and town planning are coordinated in any way he only responded “to some degree.” Professor Firth and Professor Cramer had a different view on community participation in campus planning. They said that they thought the city was consulted when the master plan was being formulated but the focus was on what the university wanted to acquire, property-wise. Both feel that the community has little to no role in the campus planning efforts. Mr. Firth explained that “in the beginning, Athens was a Mill on the river. There are a lot of interconnections between town and school [and] discussions on rerouting of roads and acquiring private property involved the school and the town.” Therefore, campus and town planning were coordinated in the beginning to some degree. Mr. Sniff believes that the university and the city have good communication with each other and there are meetings all of the time that address different issues. He said that the school is involved in a greenways project for the city as well as historic preservation. Mr. Firth believes that there is always tension between the two because “the city recognizes that the university is the economic engine [and] there is probably some resentment.” Ms. Cramer thought that the university and the city probably have a good relationship but pointed out a contentious issue. She said, “as soon as the university buys property, it goes off the tax rolls. This is a major problem for Athens-Clark County since it is so small and does not have another large economic generator like the

university.” However, the “Dean is very active in the community of realtors and developers and slowly but surely he is changing the ‘development as usual’ attitude.” All three agree the entire campus is open and accessible to the public and agree the university has a responsibility to the public to provide usable open space. Mr. Firth thinks “the Old Campus is the best part of campus.”

The vendors I talked to were in the vicinity of downtown Athens and all agreed that there is a mutually beneficial relationship between them and the school. The students like the area because of the cool shops and restaurants and the owners benefit from their patronage. Most of their business comes from the students so they want to provide excellent service for them. Mr. Firth pointed out that without the students the town would collapse. Therefore, it is in the best interests of both the school and the vendors to have a good relationship.

Summary

The University of Georgia is another publicly accessible campus. It is accessible for the same reason mentioned above for the University of North Carolina. The campus and city connection is even livelier at Georgia, though, because the downtown is more dense with shops and restaurants. The activity is concentrated at the intersection of Broad Street and the Old Campus entrance which makes the space very exciting and attractive to visitors and students. A few locals that were interviewed, who have no affiliation with the university, see the campus as one big public park for the city and use its resources regularly.

Conclusions

Before visiting each campus I had established in my mind, images of each campus based on my research and interviews. I thought that each campus’s success could easily be measured by a set of criteria I developed from reading the literature. However, this obviously was not the

case and I realized that successful campus spaces do not just provide adequate seating, plentiful shade and recreational activities, they respond to the dynamics of their surroundings. Each campus space analyzed is successful in more than one way according to my nine characteristics. However, the spaces that are truly successful are those that function as a separate entity and connect to the external environment around them. By functioning as a separate entity, I mean that the space could be placed outside the context of the university campus and still function as a lively, active, public gathering area. Furthermore, the successful spaces connected, physically, to their surroundings and this connection was obvious to the public and the space was perceived as accessible. The following chapter will compare campus settings, outline the nine characteristics and discuss the benefits of this thesis to the profession.

CHAPTER V

DISCUSSION

A successful urban university campus is one that addresses its student's needs as well as the needs of the surrounding communities. The intellectual, cultural and social opportunities that a university campus has to offer serve to enrich the lives of those that seize the opportunity. An easy way to facilitate this town and gown interaction is to create a campus that is perceived as accessible. Not every part of a campus needs to be accessible; at least one major connection between the campus and the city can be enough to lure in a visitor, which is demonstrated in the connection between the historic quadrangle and active downtown of The University of Georgia's campus. Visible, obvious gestures that connect the campus to its surroundings and reach out to the public achieve this goal.

Before discussing the pros and cons of each campus space, I will discuss the nine characteristics used to evaluate the campus spaces. The nine characteristics are location, physical makeup, users of the space, activities in the space, length of stay, seating/standing opportunities, quality of the edge, shade and protection, and a sense of place.

- *Location* is ultimately the most important characteristic because it determines who the users are going to be. If the space is located in a publicly accessible space towards the exterior of the campus then the space will likely have non-university affiliated users. The University of Georgia and The University of North Carolina are both excellent examples of campuses with entrances that are successful due to their location. Both campus entrances front major commercial streets that have lively restaurants and shops. This activity and retail opportunity draws people to the area and exposes them to the campus.

- *The physical makeup* of a space sets the mood in the space and determines what sort of activities might take place. Georgia Tech has a very formal design for its main entrance and the space feels ceremonial and almost sacred. The University of Georgia's entrance looks like a park with its lush green lawn and large trees. The open space in the entrance immediately presents itself as a place to throw a Frisbee or play catch. The physical makeup can determine the activities permitted in the space.
- *The types of people* who use the space already, students or the public, will help determine who else might be attracted to the site. People are attracted to other people and therefore it is not just a matter of who is using the space but also how many people are using the space. North Carolina State University's entrance along Hillsborough Street is used by students and the public. It is partly a commercial area that attracts a non-university crowd and students. As a non-student driving along the street, I felt comfortable in the area because it looked like a place that the general public uses. The historic quadrangle at The University of North Carolina was frequented by families and business people taking lunches, creating an atmosphere that seemed to welcome the general public.
- *The activities* observed in a space set up the atmosphere of the space; is it a passive, more social atmosphere or active and more for recreation. If a space allows for social and recreational activities then people have a reason to be in the space, to stay in the space.
- *The length of time* a person spends in the space will help determine if it is used as a passageway to get from point A to point B or as a destination. The entrance at Georgia Tech looked more like a passageway than a destination spot because people spent so

little time in the space. At Georgia's campus, students and visitors spent an hour or more in the space, leading me to believe that the space was a destination.

The first five characteristics are important to a space because they initially attract a person to the space. The following four characteristics are those that keep people in the space and invite them to return to the space:

- *Seating and standing* opportunities can create an atmosphere that encourages people to stay in the space. These opportunities can be benches and steps or grass and walls. People like to be able to sit down in a space to relax or people watch. Georgia Tech's park-like space had ample seating and standing opportunities and attracted many people to stay in the space. The ability to sit down in a space gives a person a reason to use the space.
- *Shade and protection* add comfort to a space and also encourage people to stay in the space. The entrances at Georgia and Chapel Hill both have wonderful old shade trees that provide relief from hot days. Both spaces are also surrounded by buildings on at least two sides giving a sense of protection. Users can probably enjoy a space more knowing that they are protected and not far from shelter in case of bad weather or another unpleasant circumstance.
- *The quality of the edge* is important because if an activity or event can begin on the edge of a space then it can eventually move toward the middle of the space. Edges attract timid users and give them the chance to survey the grounds before deciding to use the space or not. At North Carolina State University, Hillsborough Street acts as an edge to the campus and allows a timid visitor to survey the entrance by car. However, in the future, Hillsborough Street will be pedestrian friendly and will

enable people to walk on the edge of the campus and catch a glimpse into the interior. Georgia's historic quadrangle has sidewalks and building facades that create interesting spaces from which people can observe the activities of the interior space. Many people like to be able to survey a space and know their bearings before they enter into it, therefore, the edge is most often the first impression of a space.

- *Sense of place* is important in establishing a place that the user will want to return to. The user knows they have arrived somewhere special if there is a strong sense of place. Georgia Tech's park-like space instills a strong sense of place because of the monumental sculpture placed in the fountain. It creates some meaning for the user, the user will associate that meaning with the space and will want to return to the space. North Carolina's quadrangle contains historic structures that have special meaning and significance to its users. The University of Georgia's old quadrangle is entered through a symbolic iron gate that is basically an icon of the school. The gate instills a special importance to the space and reminds the user that they are somewhere important.

Each campus evaluated has its pros and cons that add or subtract from its public accessibility and appeal. The four universities were established at different times and have been subjected to surrounding changing environments. The universities have all had varying degrees of involvement and control over the affecting changes. Out of all the schools, Georgia Tech's campus surprised me the most because I was expecting the worst. The spaces I evaluated were pleasant, entertaining and provided ample seating and shade and had exciting edges and instilled a sense of place. However, the location of the spaces limited the public's access and the lack of transition between the interstate and the campus tends to steer potential visitors away. Location

was a major factor contributing to the accessibility of the entrances and park-like spaces at the other three universities. North Carolina State University, The University of North Carolina, and The University of Georgia all have main access points that interface with a major city street. North Carolina State's interface is along Hillsborough Street which connects to the Capitol. Almost to the point of extinction a few years ago, the street is slowly being revived and the city and university are working to bring back restaurants, shops and entertainment venues. This type of interface provides a lively cultural and social interaction that should be prevalent around university campuses. The University of North Carolina and The University of Georgia both have historic quadrangles that open onto major streets. The lush green lawns and stamped concrete surfaces create a juxtaposition that adds to the enjoyment of each side. The green is an oasis of a sought after "natural" environment providing a welcoming space to people watch and relax. The above mentioned campuses truly provide a park-like environment for the public. The only con about Carolina and Georgia is that the campus loses its openness the further away you get from the major streets. They lose that solid connection that makes those spaces exciting. The park-like spaces at North Carolina State and Carolina are both accessible and exciting. North Carolina State's Centennial Campus is basically a large neighborhood with a golf course and lake that, when completed, will attract the public. However, because it is designed with a neighborhood quality it may discourage some people from entering. The arboretum at Carolina is on the corner of a major street and pulls you into a peaceful environment that is also educational. There is nothing negative about this space; it is relaxing and calming and designed so that even if many visitors are in the space, you will not notice.

After evaluating the four universities and reaching an understanding of why the campuses are or are not accessible, I have determined some general suggestions for creating accessible urban university campuses.

- There should be a transition between the campus and the city in order to create a more inviting atmosphere. The interface between The University of Georgia's historic entrance and downtown Athens acts as a transitional zone because it creates intimate interaction between the campus and the city. Both sides of the Broad Street interface act like they are working together, they provide social and recreational opportunities for university people and townspeople so that neither group feels like they are intruding on the other.
- Open spaces should be designed to permit planned and spontaneous activities. Georgia Tech's park-like space provides a built-in amphitheater conducive to large organized public talks or performances. The design also allows for spontaneous activities such as a quick gathering of friends or impromptu performances within smaller groups of people.
- Visual connections should be established between the campus and the city. North Carolina State University sees its campus as a series of neighborhoods with visible and obvious connections.
- Streets should be usable to pedestrians and bicyclists. North Carolina State University's revitalization plan for Hillsborough Street demands safe access for pedestrians and bicyclists creating a safer environment that is almost free of vehicles.
- Streets should be lively and active- bring in merchants, restaurants, and entertainment venues. The University of Georgia and The University of North Carolina both have major streets traversing an edge of the campus that provide opportunities for eating,

shopping and entertaining, all of which contribute to the character and enjoyment of the campus. North Carolina State University has acknowledged that Hillsborough Street is an important asset to the school and to the community that has been neglected. The Hillsborough Street Partnership is dedicated to bringing activity back to the area and restoring an important university asset.

Finally, campus planning is a dynamic field where exciting new things in design are happening. On a small scale, a study such as this could be further explored to provide critical information about different university campuses for students and landscape architecture firms who design university master plans. Furthermore, on a broader scale, studies that evaluate outdoor open space help to promote the profession in general as one of meaning and purpose and stress the importance and influence of a well designed outdoor space. The built environment needs to be recognized not just for its buildings but as an entire landscape.

BIBLIOGRAPHY

- Alexander, Christopher, Sara Ishikawa, Murray Silverstein. *A Pattern Language*. New York: Oxford University Press, 1977.
- Bennett, Paul. "Dialectic in a Landscape." *Landscape Architecture*, October 1999, 56-9+.
- Bennett, Paul. "It Takes a Village." *Landscape Architecture*, October 1998, 74+.
- Bennett, Paul. "Present Past." *Landscape Architecture*, April 1999, 58-65+.
- Bennett, Paul. "Significant Signatures." *Landscape Architecture*, January 1999, 22+.
- Brawne, Michael, ed. *University Planning and Design*. London: Lund Humphries, 1967.
- Canon, William Harrold. "Planning Activities and Characteristics Important to Effective Campus Master Planning: An Evaluation of Policy Statement 23 "Campus Planning Effort" at Louisiana State University." MLA thesis, Louisiana State University, 1988.
- Dober, Richard P. *Campus Planning*. Cambridge, Massachusetts: Reinhold Publishing Corporation, 1963.
- Gehl, Jan. *Life Between Buildings*. New York: Van Nostrand Reinhold, 1980.
- Hammatt, Heather. "First Impressions." *Landscape Architecture*, May 2001, 62-9, 94-6.
- Marcus, Clare Cooper and Carolyn Francis, ed. *People Places: Design Guidelines for Urban Open Spaces, Second Edition*. New York: Van Nostrand Reinhold, 1998.
- Martin, Frank Edgerton. "Declaring War on the Ivory Tower." *Landscape Architecture*, July 2001, 48-52.
- Martin, Frank Edgerton. "Campus Orientation." *Landscape Architecture*, February 2001, 84-5.
- Mayer, Frederick W. and Carl V. Schmult, Jr., ed. *The Changing Campus People and Process*. New York: Society for College and University Planning, 1970.
- Mays, Vernon. "Big Plan On Campus." *Landscape Architecture*, July 1998, 28+.
- Poole, Kathy. "Wet Lands: Civic Stormwater + Contingent Spaces." *Landscape Journal* (Special Issue 1998): 28-30.
- O'Connell, Kim A. "Campus Lessons." *Landscape Architecture*, July 1999, 32+.
- Turner, Paul Venable. *Campus: An American Planning Tradition*. Cambridge, Massachusetts: The MIT Press, 1984.

Waldheim, Charles. "Reviewing the Miesian Landscape." *Landscape Architecture*, January 1999, 124+.

Welsh, William E. "Mission Possible." *Landscape Architecture*, August 2000, 44-9.

APPENDIX: QUESTIONNAIRES

Phone Interview Questions

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**
- 2. Would you describe the campus space system as introverted or extroverted?**
- 3. Who is responsible for the general planning of the campus?**
- 4. Is the community invited to participate in the campus planning process?**
- 5. Describe the community's role in campus planning projects (influence, process).**
- 6. Is campus and town planning coordinated in any way?**
- 7. Do you think the university has a good relationship with the city?**
- 8. Are there outdoor spaces on campus that are accessible to the public?**
- 9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?**

Phone Interview Questions

Leslie Saunders- Campus Architect
Georgia Institute of Technology

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**

An urban campus of about 400 acres located in Midtown Atlanta. In the early 1950s, I-85/I-75 was constructed to the east of the campus separating the campus from the city by about twelve lanes of traffic.

- 2. Would you describe the campus space system as introverted or extroverted?**

It is a combination of both. The space system is designed to prevent crime and protect the students first. There are some green spaces that attempt to reach out to the public but most are internal.

- 3. Who is responsible for the general planning of the campus?**

The Campus Master Planning Implementation Committee composed of administration, faculty, staff, students, and alumni representatives; The Executive Management Team composed of senior administrators and faculty; and the planning design commission which meets quarterly.

- 4. Is the community invited to participate in the campus planning process?**

Yes, the community was invited to the 1997 Master Plan effort. GA Tech has a representative that sits on various neighborhood community groups or NPU's. GA Tech is on the NPUE. Homepark is a residential neighborhood that the school is heavily involved in.

- 5. Describe the community's role in campus planning projects (influence, process).**

The community has a fair amount of influence. They don't dictate land use but they do review what the school is doing.

- 6. Is campus and town planning coordinated in any way?**

Technically, GA Tech does not have to coordinate with town planning because it is part of the university system of Georgia, administered by the Board of Regents. However, we do try to be good neighbors and coordinate because it is the right thing to do.

- 7. Do you think the university has a good relationship with the city?**

Mostly

- 8. Are there outdoor spaces on campus that are accessible to the public?**

Yes. Regularly, groups of elementary students picnic on the campus green spaces. Skateboarders come through because campus is great for that but we try to discourage this. Joggers and walkers from surrounding neighborhoods come through and this is a good thing.

9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?

The number one priority is to the students but if we can provide good amenities to our neighbors then we will do that. We have a responsibility to be a good neighbor. We have a responsibility to be good land stewards and have good environmental amenities. We don't have fences around our campus.

Unless people have a reason to be on campus then most locals don't know much about it. Georgia Tech is a very small part of Atlanta and does not have a heavy influence on the city. The extent of most people's knowledge of Georgia Tech is the sign off the interstate. The school does not influence Atlanta like Michigan does in Ann Arbor, Ohio State, or even LSU in Baton Rouge.

Phone Interview Questions

William Miller- Civil Engineer, Oversees Construction
Georgia Institute of Technology

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**
The school is located in Midtown Atlanta, surrounded by industrial buildings. The city has grown up around Tech. Until five years ago, the campus was isolated. New campus plan is changing that. Currently building a large project in Midtown. Will have courtyards and retail that will create a stronger link to Midtown.
- 2. Would you describe the campus space system as introverted or extroverted?**
Introverted. This is somewhat changing. The main campus is internal mainly because of the threat of crime, adds security. This has improved crime situation.
- 3. Who is responsible for the general planning of the campus?**
Planning Office- Less Saunders, architect
- 4. Is the community invited to participate in the campus planning process?**
Yes, but not to a great extent.
- 5. Describe the community's role in campus planning projects (influence, process).**
The campus is within a NPU- Neighborhood Planning Units. Proposed campus projects are taken to the NPU. They have no approval authority. The home park unit has representative that go to meetings. The school listens to the public but puts the campus' interests first.
- 6. Is campus and town planning coordinated in any way?**
Yes, school must comply with the Midtown Alliance. School is bound to follow their architectural guidelines. These are specific standards pertaining to hardscape, bike lanes, etc.
- 7. Do you think the university has a good relationship with the city?**
Yes, no question
- 8. Are there outdoor spaces on campus that are accessible to the public?**
Entire campus is open, no gates. However, the public does not view the campus as a place to come. The school is viewed as an unknown. There is a public park inside the campus, it belongs to the city, but only students use it.

9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?

Yes, but this isn't a university view necessarily. There are performances at the arts center that are becoming more and more popular.

Phone Interview Questions

Mary Myers- Professor of Landscape Architecture

North Carolina State University

(This interview was responded to by email)

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**

Our relationship with the larger context could be much improved. One thing the university must consider is its transportation decisions in the context of the city and region. We should discourage private cars and instead of building parking lots divest some parking each year and put more money into public transportation and non-polluting forms of transportation such as walking and bicycling. Very little consideration has been given to this. In fact, NCSU's master plan includes a guiding principle which says there will be no net loss of parking.

The campus is a few miles from downtown and could have a stronger link if the urban fabric between the campus and capitol was more dense- (more shops, offices, etc.). The bell tower is a strong visual icon with visual links to the obelisk at the capitol.

NCSU needs strong links between the Centennial Campus and North Campus. The Avent Ferry, Western Blvd. Corridor is very important and needs to be considered by the city and university. Right now it only works for cars and is very uninviting and dangerous for pedestrians, bicyclists.

- 2. Would you describe the campus space system as introverted or extroverted?**

The campus lacks a strong relationship with the external environment. Our relationship with Western Blvd. is very poor. Hillsborough Street is somewhat better and the campus is working with the Hillsborough St. partnership to improve that.

- 3. Who is responsible for the general planning of the campus?**

The campus architect and facilities office. The campus architect is Michael Harwood. Much of the work is designed by outside consultants and reviewed by the architect and campus design review pane.

- 4. Is the community invited to participate in the campus planning process?**

You need to ask the campus architect.

- 5. Describe the community's role in campus planning projects (influence, process).**

See number 4 above.

- 6. Is campus and town planning coordinated in any way?**

Yes, but mainly having to do with streets and cars. Could be improved.

7. Do you think the university has a good relationship with the city?

I think it is improving and should continue to improve.

8. Are there outdoor spaces on campus that are accessible to the public?

As far as I know, all of our outdoor spaces are open to the public.

9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?

I think that as a public institution our spaces should be open and accessible to the public and I think we do a pretty good job of that.

Phone Interview Questionnaire

Jon Howes- Campus Coordinator for the Master Plan process

The University of North Carolina- Chapel Hill

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**

The campus is part of downtown Chapel Hill. It is surrounded by neighborhoods and closely integrated with the city.

- 2. Would you describe the campus space system as introverted or extroverted?**

Neither term exactly works. There are no walls. The campus edge is a porous membrane. There are several quadrangles. The main quadrangle of the old campus opens onto East Franklin St.- the main street between the campus and the downtown.

- 3. Who is responsible for the general planning of the campus?**

A division of the facilities planning office, consisting of architects and planners. The chancellor's committee consisting of faculty, staff, and students. Decisions ultimately made by the board of trustees.

- 4. Is the community invited to participate in the campus planning process?**

Yes, campus plan has been updated recently and community participates in guidance committees. The town is represented. The mayor and city council are involved.

- 5. Describe the community's role in campus planning projects (influence, process).**

The town very closely regulates development on campus. Town zoning is also applied to campus spaces. Everything goes through the town council.

- 6. Is campus and town planning coordinated in any way?**

Yes, see above question

- 7. Do you think the university has a good relationship with the city?**

Pretty good, sometimes contentious because of political issues with the town.

- 8. Are there outdoor spaces on campus that are accessible to the public?**

All outdoor spaces are accessible. Activities include, art shows, concerts, etc.

- 9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?**

Yes, always

Phone Interview Questions

David Godschalk- Professor of City and Regional Planning

The University of North Carolina- Chapel Hill

(This interview was responded to by email)

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**
The university is in the center of the community next to downtown.
- 2. Would you describe the campus space system as introverted or extroverted?**
I'm not sure what is meant here.
- 3. Who is responsible for the general planning of the campus?**
The Facilities Planning office
- 4. Is the community invited to participate in the campus planning process?**
Yes
- 5. Describe the community's role in campus planning projects (influence, process).**
Members of master planning committees, invited to workshops, and responded to by campus planners.
- 6. Is campus and town planning coordinated in any way?**
Yes. The town's zoning ordinance is the formal means of coordination, along with joint town/gown committees.
- 7. Do you think the university has a good relationship with the city?**
Yes, although there are frequent disagreements about details.
- 8. Are there outdoor spaces on campus that are accessible to the public?**
Yes, the major campus green spaces (Polk and McCorkle Places, the Arboretum, etc.) are accessible and used by the public, as are the recreation fields.
- 9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?**
That is usually the definition of a campus, but the responsibility obviously varies with the context and opportunities involved.

Phone Interview Questions

Daniel Sniff- Facilities Director

The University of Georgia- Athens

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**

There is a close relationship between the school and the city. Athens is a small town with a large school. The north edge of campus is the southern edge of the Central Business District. Student life is the town's economic engine. The school and the downtown provide life and variety and an evening life. Very symbiotic. Graduate students add intellect, day care and a great deal to the community.

- 2. Would you describe the campus space system as introverted or extroverted?**

Extroverted. People not associated with the school use the open spaces on campus. The campus is destination oriented.

- 3. Who is responsible for the general planning of the campus?**

Daniel Sniff, Facilities Director

- 4. Is the community invited to participate in the campus planning process?**

Yes, it is an open process.

- 5. Describe the community's role in campus planning projects (influence, process).**

Community is very influential to the planning process. Have influenced decisions regarding parking issues and the rerouting of streets.

- 6. Is campus and town planning coordinated in any way?**

To some degree.

- 7. Do you think the university has a good relationship with the city?**

Yes, there are many meetings to address different issues. Good communication. School is involved in a greenways project for the city as well as historic preservation.

- 8. Are there outdoor spaces on campus that are accessible to the public?**

Yes. Activities include, performance and visual arts.

- 9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?**

Yes, absolutely

Phone Interview Questions

Marianne Cramer- Professor of Landscape Architecture

The University of Georgia- Athens

(This interview was responded to by email)

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**

The historic North Campus is directly adjacent along Broad Street to the downtown shops, eateries, bars, etc. For my money this is the best campus edge because they resonate with each other—good synergy. This at one time was the only town/gown edge but both the city of Athens and UGA has grown and there is more interpenetration (physically) at other parts of the boundary but I do not think there is more flow and intermingling of people or money.

- 2. Would you describe the campus space system as introverted or extroverted?**

From my perspective, I think it is introverted. This is not a campus like SCAD in Savannah where the college has bought buildings all through center city and rehabilitated them for classrooms, dormitories, galleries and even started business ventures where students can work. In another respect, it may be considered extroverted because of the decision of the UGA administration some time ago not to build any campus student housing. Thus much of the student population is living off campus. According to some, this has not increased the acceptance of students as a part of the community. As of this year, the administration is beginning a series of major student residence building projects on campus so this relationship may change drastically—soon.

- 3. Who is responsible for the general planning of the campus?**

UGA has a unit called the Campus Architects—actually they are now occupying a rehabilitated store front building on the Broad Street town/gown line—who have recently completed a major master plan for the growth and development of the campus. Also, our school -SED- has helped flush out more detail for the concepts in several summer studios. One of the goals of the UGA master plan was to make the campus greener and more friendly to pedestrians.

- 4. Is the community invited to participate in the campus planning process?**

I am not a good person to ask, but I do not think there is much give and take between the city and the university. This may be my perception only. I do know that they did talk when the master plan was being formulated and the city was putting together their own growth plan several years ago. How far this went, I do not know. They do talk about transportation issues. Both the city and the university runs a bus system and they overlap so students can get to where they live off-campus. As soon as the university buys property, it goes off the tax rolls. This is a major problem for Athens-Clark County since it is so small and does not have another large economic generator like the university.

5. Describe the community's role in campus planning projects (influence, process).

Again, my perception is that there is little to none. This may not be what in actual terms happens.

6. Is campus and town planning coordinated in any way?

I have no idea.

7. Do you think the university has a good relationship with the city?

Probably, depending on what you mean by relationship. The tax roll thing is a real sticking point. I do know that our Dean is very active in the community of realtors and developers and slowly but surely he is changing the "development as usual" attitude.

8. Are there outdoor spaces on campus that are accessible to the public?

The entire campus is open to the public and all its open spaces can be accessed except for those that are needed or reserved for team sports. All of the traditional campus quads are open for casual use. You can jog on the track and walk or jog through the entire campus, picnic, take a nap, walk your dog, throw a Frisbee. The one use that no one- university or city is providing is for skate boarding enthusiasts and on campus there is a running battle between the campus police and boarders about what they can do where.

9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?

UGA is a major provider of open space in the city of Athens. This is a public institution. Community service is a large part of its mission. So yes, UGA has a duty to the community to provide amenities- particularly open space that is flexible and park-like filled with trees and turf much like the old quads. UGA is also known for its beautifully landscaped campus. As far as building public sports fields, that I feel is the city's job, not the university's.

Phone Interview Questions

Ian Firth- Professor of Landscape Architecture

The University of Georgia- Athens

- 1. Describe, in general, the physical relationship that the school has with the city. i.e. connections, orientation, near downtown or city center, etc.**
The campus abuts to downtown Athens. Very centrally located.
- 2. Would you describe the campus space system as introverted or extroverted?**
The point at which the campus meets the downtown is extroverted. There is a transparent boundary, literally open. The further south you get into campus, the space is more introverted.
- 3. Who is responsible for the general planning of the campus?**
Planning Office, Campus Architect. It has had many different names.
- 4. Is the community invited to participate in the campus planning process?**
For a campus planning exercise, consultants were brought in. I'm sure that they consulted the city. School was going through a process of acquiring adjacent properties. When this was presented, the focus was on what the university wanted, what they wanted to acquire.
- 5. Describe the community's role in campus planning projects (influence, process).**
Did not feel that non-university people were invited to campus planning projects.
- 6. Is campus and town planning coordinated in any way?**
In the beginning, Athens was a Mill on the river. There are a lot of interconnections between town and school. Discussions on rerouting of roads and acquiring private property involved the school and the town.
- 7. Do you think the university has a good relationship with the city?**
There is always tension. The city recognizes that the university is the economic engine. There is probably some resentment.
- 8. Are there outdoor spaces on campus that are accessible to the public?**
Yes. The Old Campus is the best part of campus. Contains historic quads
- 9. Do you think the university has a responsibility to the public to provide usable open space, i.e. park-like environments?**
Yes.

Mr. Firth doesn't think that UGA is a classic model of the separated, introverted American campus. The downtown was originally the shopping center for the city. Now,

downtown is totally student dependent. There is an artificial boundary of where the campus stops and the town begins. The town would collapse without the students. Firth sees problems with the American university. He says they don't integrate as well with the city as Scottish universities do. Mr. Firth is originally from Scotland.

VITA

Elizabeth Errett Neil was born on October 15, 1976, in Knoxville, Tennessee. Errett attended The University of the South-Sewanee in Sewanee, Tennessee, graduating with the degree of Bachelor of Science in Natural Resources, in 1998. She will graduate from Louisiana State University with the degree of Master of Landscape Architecture in 2002.